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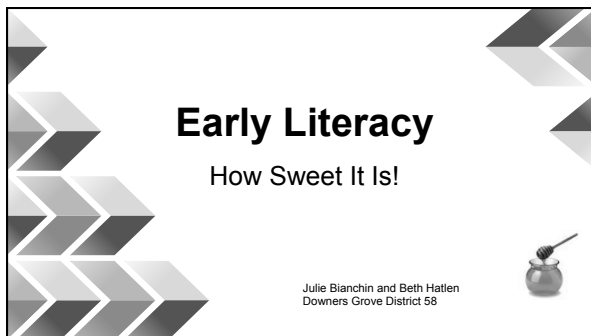
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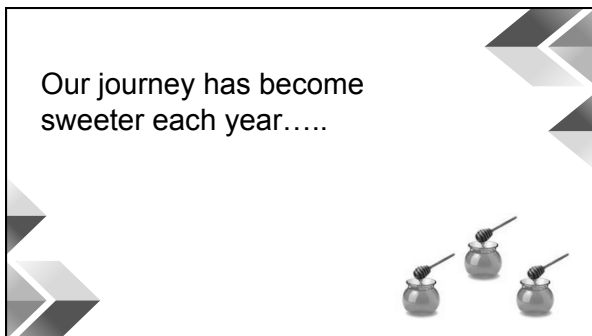
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Our journey has become  
sweeter each year.....

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## Previous Years...

-Needs-based model

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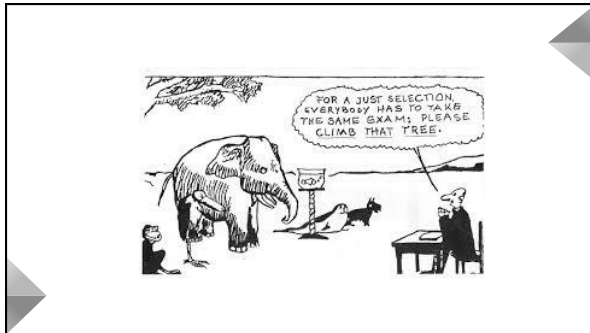
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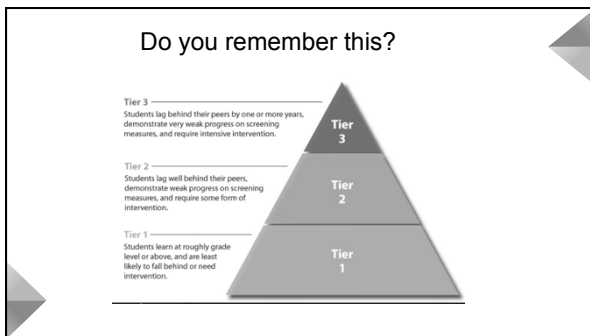
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**District Literacy Expectations:**

- Scott Foresman
- Jolly Phonics
- Michael Heggerty
- 95% Group
- 6 Traits
- Write Source
- 6 Minute Solution

A small cartoon bee icon is located in the bottom right corner of the slide.

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### Interventions to Support Core Curriculum:

- Read Naturally
- Reading Recovery Model
- Small Group Reading Clubs
- Wilson Reading
- Rapid Fire
- Earobics
- Reading Reflex
- Explode the Code
- CRISS Strategies



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### NOW:

- Growth-Based Model



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Let's Think about the  
5 Big Areas of READING:

- Phonemic Awareness
- Phonics
- Writing
- Fluency
- Comprehension

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How do we find out where they are?  
What are they coming to school with?




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**Assessments**

Formative - To inform instruction  
(Assessment FOR learning)

Summative - Summary of learning  
(Assessment OF learning)

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## Assessments

|   |  |
|---|--|
| <p><u>Formative:</u></p> <ul style="list-style-type: none"> <li>-observation</li> <li>-parental input</li> <li>-conversation</li> <li>-fluency snapshots</li> <li>-ABC recognition</li> <li>-writing samples</li> <li>-running records</li> <li>-book handling</li> </ul> | <p><u>Summative:</u></p> <ul style="list-style-type: none"> <li>-AIMSweb</li> <li>-MAP</li> <li>-district assessments</li> <li>-end of unit tests</li> <li>-KIDS Kindergarten Assessment</li> <li>-ISEL</li> </ul> |
|---|--|




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## Think-Pair-Share

Could some assessments be both formative and summative?  
When? How?

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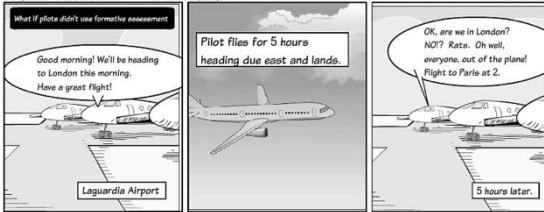
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**FORMATIVE ASSESSMENT - BY LOUBERNARD**

What if pilots didn't use formative assessment?



Good morning! We'll be heading to London this morning. Have a great flight!

Pilot flies for 5 hours heading due east and lands.

OK, are we in London? NO?? Kata. Oh well, everyone, out of the plane! Flight to Paris at 2.

Laguardia Airport

5 hours later.

www.toonigo.com

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Formative Assessment Video



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Use your data  
to inform your  
instruction!!!



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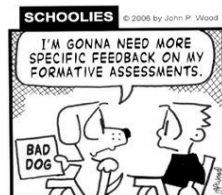
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### How do we use data?

- whole class needs
- individual needs
- grouping practices



...zzzzz Analyze our bee data!

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### Whole Class Needs:

- Looking at entry level skills in a specific literacy area.




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### Individual Needs:

- What specific phonemic awareness skills are still needed?
- What level of phonics is a student at?
- What comprehension skills are missing?
- Are students reading fluently?
- What level of developmental writing is a student at?

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### Grouping Practices:

- comprehension skill-based groups
- interest-based groups
- guided reading level groups
- phonics levels
- phonemic awareness needs
- writing levels
- fluency level



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### Primary Sample K-1 Grouping

Reading Groups 9/18/14

**Mrs. Hatlen - Tigers AA 111-130** Hailey E., Muhammad, Angelina, PJ

**Mrs. Bianchin - Lions AA 121-130** McKayla, Juliet, Ceasar, Madison M.

**Mrs. Landry - Elephants A 131-140** Evan, Alyssa, Madison S., Noel

**Mrs. Paynic - Zebras B 141-150** Collin, Emily, Taylor, Mia

**Mrs. Johnson - Giraffes C 151-160 (CVC) Brennan, Jaethan, Isaiah, Ben, Eli**



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## Kindergarten Guided Reading Planning

|  |  |
|--|--|
| <p align="center"><b>K: <u>Reading Lesson Plans</u></b><br/> <b>Gates/2: <u>12/25/14</u> - <u>2/25/14</u></b><br/> <b>Teacher Leader: Mrs. Blanchard</b></p> |  |
| <p><b>Group:</b> _____</p> <p align="center">_____ Mrs. Blanchard _____ Mrs. Day _____ Mrs. Mason</p>  |  |
| <p><b>Sight Words:</b></p> <p align="center">Blue, red, green, yellow, white, black<br/>         the, my</p>   |  |
| <p><b>Phonemic Awareness</b><br/> <b>Learning Targets:</b></p>   | <p align="center"><b>Week 3 Lesson 1-4</b></p> <ul style="list-style-type: none"> <li>1- I can use letter sounds to tell a story (12)</li> <li>2- I can use letter sounds to tell a story (12)</li> <li>3- I can identify the first sound in a word</li> <li>4- I can identify the first sound in a word</li> <li>5- I can identify the first sound in a word (12)</li> <li>6- I can identify phonemes (12)</li> </ul>   |
| <p><b>Comprehension Target:</b></p>  | <p align="center"><b>Using Illustrations</b></p>   |
| <p><b>Levelled Reader</b><br/> <b>Group Level: B</b><br/> <b>Sight Word Writing Book:</b></p>  | <p align="center"><b>The Classroom</b></p>   |
| <p><b>Phonics Target</b></p>   | <p align="center"><b>Print's Shores</b></p>  |
| <p><b>ABC Bingo</b><br/> <b>ABC Puzzle</b><br/> <b>ABC Match</b><br/> <b>Wet sticks</b></p>  | <ul style="list-style-type: none"> <li>1- I can match uppercase with lowercase letters</li> <li>2- I can match the first sound in a word</li> <li>3- I can match the first sound in a word</li> <li>4- I can match the first sound in a word</li> <li>5- I can match the first sound in a word</li> <li>6- I can match the first sound in a word</li> <li>7- I can match the first sound in a word</li> <li>8- I can match the first sound in a word</li> <li>9- I can match the first sound in a word</li> <li>10- I can match the first sound in a word</li> </ul> |



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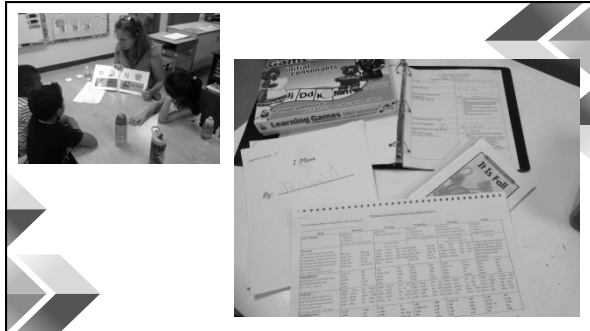
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| Writing Process  |         |
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| Stage  | Example |
| <b>Pretend Writing</b> <ul style="list-style-type: none"> <li>• uses drawing to stand for writing</li> <li>• believes that drawings + writing is communication of a message</li> <li>• read their drawings as if there were writing on them</li> </ul>   |         |
| <b>Pretend Writing</b> <ul style="list-style-type: none"> <li>• scribbles but intends it as writing</li> <li>• scribbles resemble writing</li> <li>• looks and may even feel as adult</li> </ul>   |         |
| <b>Early Emergent: Letter-like forms</b> <ul style="list-style-type: none"> <li>• shapes in writing actually resemble letters</li> <li>• shapes are not actually letters</li> <li>• look like poorly formed letters, but are unique creations</li> </ul>   |         |
| <b>Emergent: Random letters or letter strings</b> <ul style="list-style-type: none"> <li>• uses letter sequences and shapes learned from teacher name</li> <li>• may write the same letters in many ways</li> <li>• long strings of letters in random order</li> </ul>   |         |
| <b>Transitional: Writing via invented spelling</b> <ul style="list-style-type: none"> <li>• creates own spelling when conventional spelling is not known</li> <li>• uses letter and sequence as letter symbols</li> <li>• words may overlap</li> <li>• may not use proper spacing</li> <li>• in writing, letters, words, words are spelled consistently</li> <li>• in writing, letters, words, words are spelled consistently</li> </ul> |         |
| <b>Fluency: Conventional spelling</b> <ul style="list-style-type: none"> <li>• usually resembles adult writing</li> </ul>  |         |

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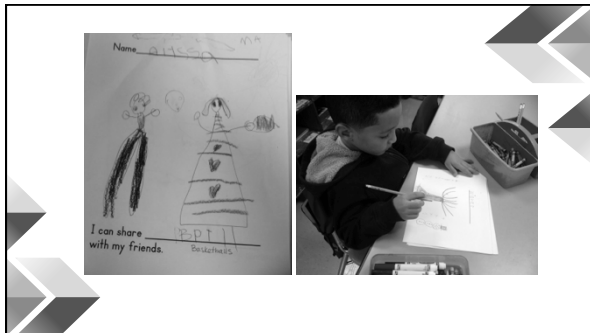
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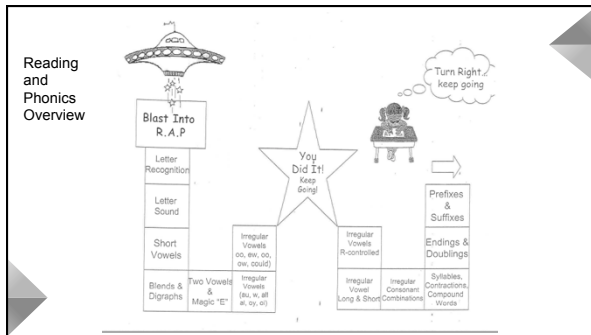
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**Phonics Skill Grouping**

|                              | November 12-13  | November 20-21  | December 13   | December 20-21   |
|------------------------------|---|---|---|--|
| <b>1. Letter Recognition</b> | <b>1. Letter Recognition</b><br>Adam<br>Alex<br>Ben<br>Brian<br>Caden<br>Dylan<br>Evan<br>Jacob<br>James<br>John<br>Jordan<br>Justin<br>Kyle<br>Liam<br>Logan<br>Mason<br>Noah<br>Owen<br>Peter<br>Quinn<br>Ryan<br>Sam<br>Sean<br>Steven<br>Taylor<br>Tyler<br>Zachary | <b>2. Letter Sound</b><br>Adam<br>Alex<br>Ben<br>Brian<br>Caden<br>Dylan<br>Evan<br>Jacob<br>James<br>John<br>Jordan<br>Justin<br>Kyle<br>Liam<br>Logan<br>Mason<br>Noah<br>Owen<br>Peter<br>Quinn<br>Ryan<br>Sam<br>Sean<br>Steven<br>Taylor<br>Tyler<br>Zachary | <b>3. Short Vowels</b><br>Adam<br>Alex<br>Ben<br>Brian<br>Caden<br>Dylan<br>Evan<br>Jacob<br>James<br>John<br>Jordan<br>Justin<br>Kyle<br>Liam<br>Logan<br>Mason<br>Noah<br>Owen<br>Peter<br>Quinn<br>Ryan<br>Sam<br>Sean<br>Steven<br>Taylor<br>Tyler<br>Zachary | <b>4. Blends &amp; Digraphs</b><br>Adam<br>Alex<br>Ben<br>Brian<br>Caden<br>Dylan<br>Evan<br>Jacob<br>James<br>John<br>Jordan<br>Justin<br>Kyle<br>Liam<br>Logan<br>Mason<br>Noah<br>Owen<br>Peter<br>Quinn<br>Ryan<br>Sam<br>Sean<br>Steven<br>Taylor<br>Tyler<br>Zachary |

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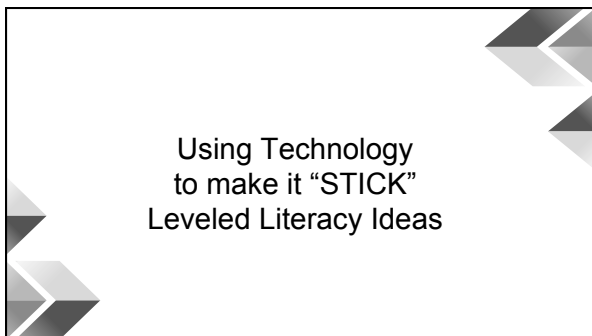
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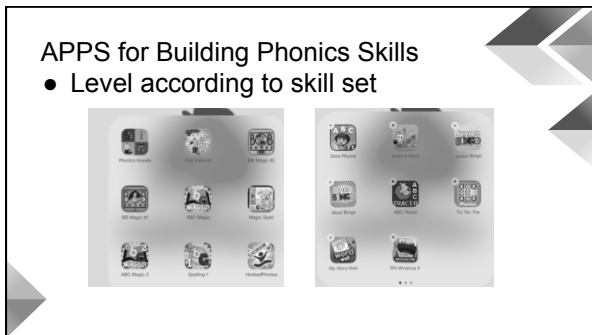
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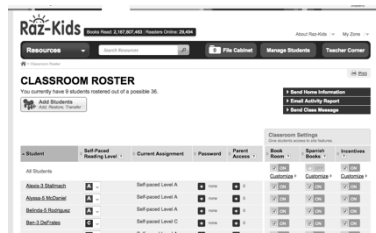
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## RAZ-kids and Reading A to Z




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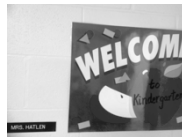
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What is one idea we talked about today you may like to try in your classroom?




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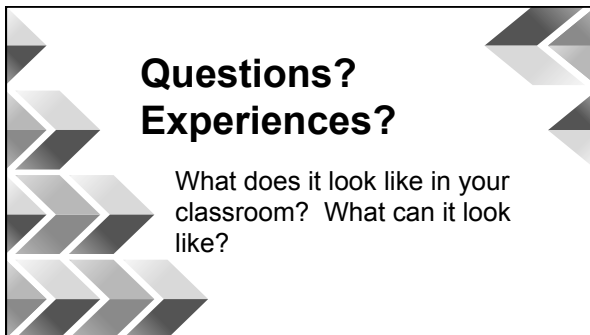
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What assessments does your district use? Whole or Small group break-out

- Whole group discussion on how we can use these for grouping
- Small group discussion with those who use similar assessment

(Extra Activity)

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Early Literacy....How Sweet it is!

Bit o' Honey for ALL!

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